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ABSTRACT

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume outlines one of two programs for training future leaders of the Salvation Army Corps Cadets (ages 12 to 18). This program consists of five self-contained units on child development, with a Christian orientation. Emphasis is on self-awareness, knowledge about children, and skill development. Unit titles are: (1) The Child, (2) The Child's World, (3) Growing Up, (4) Why Won't He Behave? and (5) Helping Is... Lesson plans presented for each unit include lists of necessary materials, outlines of class procedures, and suggestions for special projects. (BF)

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EVERY CHILD MATTERS

A LITTLE BODY OFTEN HARBORS A GREAT SOUL.

- Anonymous

PS 009501

THIS IS A LEADER'S GUIDE ONLY. CARRYING OUT THE PROJECT REQUIRES THE USE OF MATERIALS LISTED ON THE LAST PAGE.

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

Corps Cadet Education for Parenthood Project

EVERY CHILD MATTERS

The curriculum proposal for this program was developed in the Central Territory with the help of Patricia Robb Bennett who was guided by an advisory committee. It was then tested at three corps sites. The attached proposal is a revision based on that experience.

Project Planning Committee

Mrs. Edward J. (Doris) Lowcock, Project Director
Major Mary Ladd, Assistant Territorial Youth Secretary
Captain David Riches, Divisional Youth Secretary
Mr. and Mrs. Robert (Cary) Ferrantelli, Resource Persons
Mrs. Lieutenant Gerald (April) Koch, Resource Person
Mrs. Charles (Patricia) Bennett, Curriculum Writer
Mrs. Lieutenant Allan (Pamela) Carlson, Corps Officer, Site No. One
Captain Marvin Dahl, Corps Officer, Site No. Two
Lieutenant Allen Irvine, Corps Officer, Site No. Three

Consultants

Mrs. Elma P. Cole, National Project Director, The Salvation Army
Dr. James C. Petersen, Field Coordinator, Behavior Associates
Colonel Dorothy D. Phillips, National Christian Education Consultant, The Salvation Army

Corps Test Sites

#1 - Oakbrook Terrace Corps, Illinois
Lieutenant and Mrs. Allan Carlson, corps officers and site leaders
Captain Elwyn Felt, corps cadet counselor
Mrs. Ralph (Helen) Carlson, corps cadet instructor

#2 - Rockford Temple Corps, Illinois
Captain Marvin Dahl, corps officer
Mr. Alan Nelson, corps cadet counselor and site leader

#3 - Lieutenant and Mrs. Allen (Caroline) Irvine, corps officers and site leaders

EVERY CHILD MATTERS

"They are precious in His sight."

This corps cadet project comprises five self-contained units. A single unit may be used as a single, monthly project, or the five units may be used in sequence as an Alternate Project.

Unit 1 — What Is a Child?

Unit 2 — The Child's World

Unit 3 — Growing Up

Unit 4 — Why Won't He Behave?

Unit 5 — Helping Is....

List of Resources to be used printed on the back page. Specific use given with each unit.

PREPARED BY THE SALVATION ARMY

in conjunction with

DEMONSTRATION IN EDUCATION FOR PARENTHOOD PROJECT

sponsored by

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Child Development
Grant OCD-CB 463

UNIT 1 WHAT IS A CHILD?

"Beware that you don't look down upon a single one of these little children, for I tell you that in heaven their angels have constant access to the Father." Matthew 18:10; THE LIVING BIBLE

PURPOSE: To focus attention on the subject of the project, the *child* by arousing interest, curiosity and questioning, and by putting corps cadets in touch with information they already know about children.

MATERIAL NEEDED:

Poster - *What Is a Child?*
Teacher's Guide - *Working With Children*
Booklets - *I Am Loveable And Capable* (one copy for each corps cadet)
Film - *Gabriel Is Two Days Old*
Sound movie projector and screen
Worksheets - *What Is a Child?* (sample attached, page 3)
Statements - *Perceiving, Behaving, Becoming* (sample attached, page 4)
Blackboard or newsprint pad
Chalk or magic markers

(*For those planning to utilize the entire five-unit project:* Loose-leaf notebook for each corps cadet for assembling worksheets and other handouts distributed during the implementation of the project.

PREPARATION:

Gather all materials listed above
Read Teacher's Guide, pp. 14-16
Read Booklet
Review Film
Review following procedure

BEFORE CLASS PROCEDURE:

Hang poster (cover pictures and text, show title only).
Set up movie projector and screen (secure extension cord, etc.).
Thread film and test for proper working order.
Set film at title ready for instant operation when needed.
Assemble and stack booklets, worksheets, and statements ready for distribution when needed.

CLASS PROCEDURE (times are approximate):

5 min. Brainstorm answers to question: *What Is a Child?* Write answers on blackboard or newsprint pad. Uncover poster and compare answers.

5 min. Distribute worksheets: *What Is a Child?* Ask corps cadets to supply examples of various areas of human development. Do exercise orally or as part of class discussion. Emphasize the final statement: *"The child is a living person ...*

15 min. Show film: *Gabriel Is Two Days Old.* Ask corps cadets to think about previous discussion, especially the statement, as they watch the film. To what extent is Gabriel already responding, what is he responding to? How many areas of development are already identifiable? When will Gabriel start to be a *person?*

15 min. Tell *The I.A.L.A.C. Story* (do not try to read it aloud; it takes much more than 15 minutes). Follow the suggestions for telling on page 30 of the booklet. Use large sign as suggested (a sheet of 8½ x 11 construction paper with the initials I.A.L.A.C. is suitable).

10 min. Distribute statements: *Perceiving, Behaving, Becoming.* Read aloud, in unison. Discuss the question: What does this statement "say" to me about me? Was Gabriel getting some messages about himself. What were they? How were they conveyed?

PROJECT: Select a young child who attends the corps to whom the corps cadet will become a secret big brother or big sister. (Permit corps cadet to make their own selection, with counselor's guidance.)

During the next four weeks (or other specified period of time), practice conveying an I.A.L.A.C. signal to the child evey time you meet. Observe and record (1) the child's reactions; (2) your own feelings about the child after each meeting. Corps cadets should share observations at the end of the specified period.

WHAT IS A CHILD?

THE CHILD: WHO is he? WHAT is he?

Supply adjectives that will illustrate the following areas of human development:

Biological : _____

Psychological : _____

Sociological : _____

Intellectual : _____

Spiritual : _____

THE CHILD is a *living person .... a self* composed of flesh and spirit with all the POTENTIAL which these represent

For teacher's use only. Following are some suggested adjectives or descriptive words. You may need to supply the first one to encourage response.

Biological - tall, fat, diabetic, epileptic, nearsighted;
Psychological - shy, aggressive, sensitive, frightened, violent, immature ;
Sociological - disadvantaged, rich, member of racial minority, urban ;
Intellectual - Brilliant, retarded, slow learner, curios, average ;
Spiritual - Unaware, inhibited, guilty, untaught-ignorant, indoctrinated .

PERCEIVING, BEHAVING, BECOMING

"People learn WHO they are and WHAT they are from the ways in which they are treated by those who surround them in the process of their growing up. This is what is called learning about self from the mirror of other people. People discover their self concepts from the kinds of experiences they have had with life -- not from TELLING, but from experience.

People develop feelings that they are liked, wanted, accepted and able from having been liked, wanted, accepted and from having been successful. A person learns that he IS these things, not from being TOLD SO, but only through the experience of BEING TREATED AS THOUGH HE WERE SO.

Here is the key to what must be done to produce more adequate people."

from PERCEIVING, BEHAVING, BECOMING
A New Focus for Education
Arthur Combs

UNIT 2

THE CHILD'S WORLD

"Surely the Lord is in this place;
and I knew it not." Genesis 28:16

PURPOSE: To get a child's-eye-view of his surroundings, and to think about how the places children use affect their feelings and their behavior.

This unit is organized in two parts:

(1) Class session in corps building;
(2) Field trip to licensed child care facility. (Day care center, public school kindergarten, Montessori School, children's room at public library, etc.)

MATERIALS NEEDED:

Teacher's Guide - *Working With Children*
List of questions and reflections samples attached, pages 4,5)
Instructions for field trip
Cut-out figures (optional - see page 6)

PREPARATION:

Arrange for visit of corps cadets to a licensed child care facility (when it is not in use by the children). Contact the director, explain the purpose of your request, establish a mutually agreeable time and procedure for visit. FOLLOW THROUGH IN EVERY DETAIL with your part of the arrangement.

Prepare cut-out figures (optional - see page 6)
Duplicate the questions, reflections, field trip instructions
Read *Working With Children, pp. 22-35*
Review following procedure

CLASS PROCEDURE: If you elect to use the cut-out figures, place them along an open wall of the room. Let corps cadets guess what they represent.

5 min. Child's-eye-view. Corps cadets should approximate a young child's height by sitting on the floor. While doing so, ask them to look around and answer the following questions:

What can't I see from this level?
What do I see that I normally don't notice?
Where are things I might be interested in seeing or playing with?
How would I reach those things?
How does it feel to be this size in this room?
How would I change this room to make it more comfortable, exciting, inviting?
How does this room make me feel? How clean is it? How safe is it?

5 min. Lost in a giant's world. In addition to discovering how a small child feels in adult spaces, corps cadets can also sense what it is like to be surrounded by adults. Have several corps cadets stand and walk around, assuming adult roles. Ask seated corps cadets to answer the following questions:

Where does my eye level come on an adult?
How do I get an adult's attention?
How do I feel about my size?
How do I feel about an adult's size?

5 min. Pretend. Ask two or three corps cadets to pretend to be a voice inside a child's head and tell the class what they are thinking about while they look around them from the child's-eye-view.

Role-play. Ask two or three corps cadets to role play a child trying to get an adult's attention. Comment on how they felt while doing so.

10 min. Move to one of the children's rooms in your corps building. (Be sure to make advance arrangements.)

Assume child's position and answer first set of questions above.

CLASS PROCEDURE (continued)

20 min. Discuss field trip and make arrangements for same. Distribute questions and reflections.

Explain purpose: *to visit a place that is specially planned and furnished with small children in mind.*

Review questions (see attached): *Things to observe and ask questions about during visit.*

Review reflections (see attached): *How the place makes you feel; how you would be likely to behave.*

Distribute and review instructions that include the following information:

DATE of visit
TIME OF DAY of visit
NAME AND LOCATION of facility to be visited

GATHERING PLACE (corps building?)
Time of LEAVING gathering place
Time of RETURN TO gathering place

(Any additional instructions appropriate for your group--suitable wearing apparel, appropriate conduct, etc.)

NOTE: Be sure to write a thank-you letter to the director of the visited facility immediately following the field trip.

PROJECT: Decide how the special children's area of your corps building can be improved to make it more attractive and appealing to the children who use it. (Clean room, remove hazards, brighten with pictures, paint, curtains; secure a piece of child-sized furniture or equipment; raise money for and provide suitable games or materials, etc.)

Help teacher or leader to decorate area for next seasonal holiday, or prepare bulletin boards for next Sunday School teaching unit.

QUESTIONS

Things to observe and ask questions about during field trip.

What kind of spaces are available for children?

What seating arrangements are possible? How flexible?
What movements are possible? How much movement?
What activities can take place? How many?
How does the amount of space make you feel?
What different kinds of spaces are there (indoor/outdoor, special interest, loud/quiet, large/small) How are these spaces used ?

What kind of materials are available for children to use?

How many different kinds of materials are there? Many or few?
What is the purpose of the various kinds of materials, equipment, games?
Which materials can the children reach? Which are out of reach?
Are the shelves at the children's level? How are materials arranged on the shelves? Is there general order?

What kind of furniture is used in the room?

What size is the furniture? How high are the tables, the counters, the chairs?
What things are adult size? What things are child size?

What is the atmosphere---- the tone---- the mood of the room? How does it make you feel? How do you think children feel in this room?

-4-

FOLLOWING THE FIELD TRIP, observe and ask these same questions about the children's rooms in your corps building.

REFLECTIONS

Compare the differences between the rooms specially planned for use by children, andthose used by teenagers or adults.

HOW DOES THE CHILDREN'S ROOM REFLECT WHAT A CHILD IS LIKE? (What a teenager is like?)

What does the size of the furniture tell you? What does the presence, or absence, of certain materials tell you about what children (teenagers) can do and like to do?

What does the wide variety and number of things to play with tell you about children? What is in a preschool classroom that is not in a teenagers classroom? What does that tell you about children and teenagers?

How are the spaces arranged differently? What do these differences tell you about the activities that go on for children, for teenagers? About the way activities are scheduled (many at once, oneat a time).

What will these rooms encourage or discourage in children? in teenagers? If a room does not reflect what children or teenagers are like, what effect does that have on the children or teenagers who use the rooms?

PLACES affect the way people feel and the way people behave.

When the children in your corps sing: *I like to come to God's house,* how does what they see make them feel about God?

CUT-OUT FIGURES

Making giant cut-outs of adults and furnishings (and animals) to which corps cadets can imagine relating as a child would relate to adults is another excellent method of conveying the child's-eye-view of the world.

Figuring the size of the giant cut-out is based on a mathematical proportion problem. Take the height of an average five year old (3 feet) and the height of an average-sized teenager (5 feet). Imagine that the teenager's height is the height of a child, then figure out how much taller the teenager would be. (Three feet is to five feet, as five feet is to _____ ?) Draw the giant teenager to scale on a large piece of paper and cut out.

Follow same procedure for piece of furniture, a dog, a car, a door, etc.

UNIT 3 GROWING UP

"And the child grew in wisdom, and in stature, and in favor with God and man." Luke 2:52

PURPOSE: To consider growth and development as a continuing process of change for everyone, and to see how understanding the process can help us in our relationship with children.

MATERIALS NEEDED:

Poster - *Directions in Development*
Filmstrip - *Learning Every Day*
Filmstrip projector and screen
Cassette tape player
Index cards (for quiz questions, see page 5 attached)
Charts - *Stages of Religious Learning*, page 6 attached; *Age Level Characteristics*, pages 7,8,9 attached)
Pictures of your corps cadets (baby/early childhood)

PREPARATION:

Secure pictures of your corps cadets from their parents (be sure to identify pictures on reverse side for accurate return).
Type (or print) quiz questions on index cards.
Duplicate charts.
Hang poster.
Set up filmstrip projector and screen.
Thread filmstrip and test, set at title frame.
Set up cassette tape player, elevate to best position for group listening, test, set in forward position at starting point.
Arrange corps cadet baby pictures on bulletin board or display chart.
Review following procedure.

CLASS PROCEDURE:

10 min. Looking Backwards. If you can secure the pictures of the corps cadets from their parents without their knowledge, and withhold the display until the moment of use, the element of surprise will enhance the enjoyment of this activity.

Let the corps cadets guess the identity of the various pictures. See how good they are at recognizing each other and themselves. Distribute the individual pictures to the corps cadets.

Ask them to look at the pictures and tell

What you are doing.
Who you are with.
How do you think you looked to others (parents, older brother, neighbors, Grandma)
How do you think you were treated by others?
What is your parents' favorite story about what you were like at the time of the picture?

Ask each to compare some of the ways in which you are now different from the child in the picture

In what ways have you moved from dependence to independence?
Are you now able to do things physically you couldn't do then?
Do others see you differently (even Grandma) ?
Who makes decisions about your life now about what you can do, where you can go, with whom you spend your time, when you come home, etc.

15 min. What Happened to You? Use data poster: *Directions in Development.*

Explain: the poster offers two kinds of information. Listed vertically-- stages of development at various ages; listed horizontally-- kinds of development taking place

Distribute age-level index card quiz questions. Corps Cadets should read questions and find answers on chart (read vertically : up and down on chart).

Explain the general nature of charts. They don't tell a great deal about any one child, only something about children in general. Each child's development is special to that child.

Development can be uneven. A child can move ahead quickly in some areas, more slowly in others.

Distribute kinds of development index card quiz questions. Do same as above.

After questions, point out how what children learn when they are very young is the basis for more difficult things they learn later. Reading one area of development straight across gives you a sense of the directions that development takes in each area. Some examples:

Development takes children from a time of focus on themselves (own bodies, needs, desires, fears) to ability to relate to others as well.

Development means that children can think through and carry out more and more complicated plans.

Children first live in present only, gradually are able to remember and to think ahead.

Children first aware of things that affect their senses (feel, see, touch, taste, smell, hear) and then gradually acquire ability to think, reflect; learn which affects behavior.

7 min. It Happens Every Day. Show filmstrip: *Learning Every Day*

15 min. Religious Development and Learning

Distribute chart for review. Give direct instruction of parenthetical information. Discuss experiences (relationships) with children that will provide basis for accurate religious learning.

At conclusion of discussion and in anticipation of project, distribute age-level summary charts.

PROJECT: Select a specific age group within the nursery-beginner-primary department (if brigade is large include junior department).

List four songs or choruses suitable for use with this age child. Give reasons for selection.

List four Bible stories suitable for use with this age child. Give reasons for selection.

List four activities that are appropriate to use, and give reasons.

Plan and assist regular teacher/leader in carrying out an appropriate one-hour session in Sunday School or Junior Church (to include songs/music, stories, activities, etc.). You may use teacher's guide for this group to help you with your planning.

QUIZ QUESTIONS

Type each of the following questions on an index card. There are two sets of questions to correspond with the two types of data on the poster *Directions in Development.*

Questions for AGE LEVEL quiz cards:

1. *At what ages does a child's vocabulary include 150 words? 2000 words? 500 words?*
2. *At what age is a child likely to resist bedtime? When does a child begin to enjoy bedtime?*
3. *How old is a child before he is able to cooperate with other children in his work or play?*
4. *Describe a typical mealtime of a seven-year-old? a two-year-old?*
5. *The ability to play games according to simple rules does not develop until a child is _____ years old.*

Questions for KINDS OF DEVELOPMENT quiz cards:

1. *What is the first body movement a newborn child can make? What are some of the body skills that preceed walking? How long will it be before the child can hop on one foot?*
2. *What is the first thing a child does in helping to dress himself? Can a child tell front from back when he first begins to dress himself? When does a child begin to take an interest in what he wants to wear?*
3. *When you see a group of two-and-three-year-old children playing, are they playing "with each other" or "along side of each other"? What is the difference? Answer the same question with regard to a group of four-to-six-year-old children you see playing together.*
4. *How long does it take children to learn how to play games with set, formal rules? What are the most popular games with four-year-olds? With two-year-olds? What is one of the very first kind of play in which a child engages?*
5. *Can a two-year-old always tell you when he needs to go to the bathroom? When can you expect a child to go to the bathroom when he feels the need, not because he is told to do so?*

DEVELOPMENT OF RELIGIOUS LEARNING

Although the following chart has been over-simplified, it is meant to convey the fact that as in all other areas of development, children learn most things gradually, by experience, and over an extended period of time. This includes what he is learning about God and the possibility of a personal relationship with God.

AGE LEVEL	RELIGIOUS LEARNING	USUAL RESPONSE	*SUPPORTIVE EXPERIENCES
Very young child (nursery, beginner)	Impressions of a loving, ever-present God and His wonderful world.	Wants to love back. Wonder, reverence, gratitude.	*Loving, consistent care, etc.*
Primary child	Teaching about Jesus - loving, trusting, sharing, serving, giving.	Wants to be His friend and helper. Wants to please Him.	*Opportunities to be friend and helper to a loving adult, etc.*
Growing child	How to join and live in God's family. Selected Bible stories-- heroes. Growing awareness of own right and wrong actions.	Aspirations, hero worship; desire for forgiveness of individual right and wrong actions.	*Adults who provide good models, who are more forgiving than condemning, etc.*

* *The kinds of experiences that will make religious learning 'believable' when the child is able to understand religious language.*

All religious learning begins at the experience level, to which religious language is added. This is true at all age levels.

WHO IS THE NURSERY CHILD?

Because he is like this ...	*we do this!*
PHYSICAL	
He is little.	Provide equipment suited to his height.
He may not grow at the same rate as other children his age.	Do not expect more of the larger child.
His large muscles are developing.	Provide large crayons, simple handwork.
His vocal muscles are not developed.	Do not require loud singing; choose songs with notes on the staff.
He can do only one thing at a time.	Do not require more.
He is active.	Have a large room; several activities available at the same time.
He is susceptible to disease.	Have a clean, airy room.
His senses are keen.	Provide materials to satisfy the need to see, hear, touch, taste, smell.
MENTAL	
He has a limited vocabulary.	Choose simple stories, use pictures.
He likes repetition.	Choose songs and stories worthy of repetition.
His attention span is short.	Change activity often.
His memory is undependable.	Do not expect him to remember from Sunday to Sunday.
He believes everything he hears.	Tell him the truth.
He does not understand symbolism.	Do not let one object represent another.
He has no sense of time.	Use 'long ago' not 'fifty years ago'.
He learns through the senses.	Provide opportunities to use them.
He learns by asking questions.	Give him simple, truthful answers.
SOCIAL	
He is dependent.	Give him assistance when he needs it.
He is timid.	Have small groups.
He is self-centered.	Teach him to thank God for what he has, encourage him to share.
He has imaginative playmates.	Do not encourage him to give them up.
He desires attention.	Commend him for doing right.
EMOTIONAL	
He has a sensitive nervous system.	Avoid confusion and noise; choose durable materials.
He is afraid of the unfamiliar.	Provide the familiar (people and objects).
He has many fears.	Avoid stories that cause fear.
He frequently says "no".	Avoid opportunity for saying "no".
He may have temper tantrums.	Try to avoid them, do not let them accomplish their intended purpose.
He needs security.	Visit his home, be regular in your attendance.
SPIRITUAL	
He has a hunger for God.	Encourage it.
He has abilities and limitations	Stay within his spiritual understanding
He "catches "his religion.	Provide positive experiences, good example.

WHO IS THE BEGINNER CHILD?

Because he is like this ...	*we do this!*
PHYSICAL	
He is growing rapidly.	Equipment should fit him.
His large muscles are still developing.	Use large crayons and pictures free from detail.
He has much energy.	Allow him to move from place to place.
His eyes and ears are easily strained.	Have good lighting; speak clearly.
MENTAL	
His vocabulary is limited.	Use words he knows.
His attention span is limited.	Provide variety of activity.
He is creative, imaginative and curious.	Give him interesting materials to experiment with.
He is literal-minded.	Use words that mean exactly what they say; avoid symbolism.
He does what he sees others do.	Live a good example.
He acts upon suggestion.	Suggest doing right; give him opportunities to make choices.
He learns through his senses.	Provide things to see, touch, hear, taste, smell.
SOCIAL	
He is self-centered.	Encourage sharing.
He is more able to play with others.	Provide opportunity for group play.
He is a real conformist.	Set a good example before him.
He wants approval.	Praise him for doing right.
EMOTIONAL	
His emotions are intense.	Have quiet atmosphere. Control your own emotions.
He is sensitive.	Avoid calling attention to his mistakes; be tactful and considerate.
He may become jealous.	Avoid showing favoritism.
He is naturally sympathetic.	Teach sharing with less fortunate.
SPIRITUAL	
He has simple trust in God.	Make God real by pointing out things He has done use nature materials a lot.
He thinks of God in a personal way.	Relate God to child's everyday experiences. Encourage reverence, gratitude.
He is beginning to see the difference between right and wrong.	Teach that wrongdoing is not pleasing to God.
He can experience real worship.	Provide times of group worship. Be alert to spontaneous worship opportunities.

WHO IS THE PRIMARY CHILD?

Because he is like this ...	*we do this!*
PHYSICAL	
He is growing unevenly.	Recognize it.
His finer muscles are developing.	Avoid detailed work.
His muscle development makes him restless.	Provide varied activity.
He wants to do rather than watch, likes to construct.	Provide plenty of activities and projects.
He tires easily.	Alternate activity with quietness.
MENTAL	
He is learning to read.	Let him read his workbook.
He likes word and number games.	Provide simple Bible games.
He likes to write.	Let him copy short Bible verses.
His attention span is growing.	Divide hour into longer segments.
He draws false conclusions.	Provide opportunities to reason.
He likes both fact and fancy.	Use both, distinguish between them.
He lives in the present.	Make applications in present.
He is curious.	Answer questions as they arise.
He has a good imagination.	Let him act out stories.
He has a good memory.	Teach short, appropriate Bible verses.
He is literal-minded.	Avoid symbolism.
SOCIAL	
He wants to play with others.	Provide group activities.
He likes to talk.	Talk with him about his interests. LISTEN.
He wants child friendships.	Stimulate interest in children of other cultures, countries, races.
He wants to be grown-up.	Avoid the use of the word "little".
He likes noncompetitive activities.	Provide them (no winners/losers).
He likes the opposite sex.	Have boys and girls in same class.
He is inclined to be selfish.	Teach him to think of others.
He respects authority.	Live worthy of his respect.
EMOTIONAL	
He is easily excited.	Be calm; provide calm atmosphere.
He may resist personal demands.	Teach obedience.
He may withdraw because of shyness.	Choose work on his level; praise him for accomplishment.
He is impatient.	Use his contributions to class discussions.
He has many fears.	Help him to feel secure.
He can sympathize with others.	Teach him to care for less fortunate.
SPIRITUAL	
He likes Sunday School.	Help him to maintain that attitude.
He has faith in prayer.	Teach him to accept God's answers.
He may be ready to accept Christ.	Lead him to the Lord.
He is curious about death.	Explain it simply.
He is curious about heaven.	Answer his questions as they arise.
He wants to be good.	Teach him that Christ will help him.

UNIT 4 WHY WON'T HE BEHAVE?

"When I was a child, I spoke and thought and reasoned ... and behaved ... as a child does."
I Corinthians 13:11;
Living Bible

PURPOSE: To take a look at the causes for misbehavior and some of the ways of dealing with it.

MATERIALS NEEDED:

Booklets - *What Is Discipline?* (copy for each corps cadet)
Film - *He Acts His Age*
Hand-outs - *Tips on Working With Children*, page 6 attached
Tips on Observing Children, page 7 attached
Chart - *Looking for Children's Reasons*
Sound movie projector and screen
Blackboard or newsprint pad
Chalk or magic markers

PREPARATION:

Order booklets well in advance of the project date.
Distribute booklets one week before scheduled class session.
Encourage corps cadets to read as much of the booklet as they can. Do not set mandatory requirements.
Assign three corps cadets to be prepared to review each pf the three causes of misbehavior presented in the booklet. (See following page: Class Procedure.)
Study booklet - *What Is Discipline?*
Duplicate hand-out information sheets, and chart listed above.
Type role-play situations on individual index cards, page 4.
Set up movie projector and screen.
Thread film, test for proper working order.
Set film at title ready for instant operation when needed.

CLASS PROCEDURE:

5 min. Pose questions in following sequence. Permit brief discussion and enlargement of answers.

Were you ever unjustly punished? Are you now sometimes unjustly punished? Can you think of any reasons why?

How would you define "misbehavior"? Try to arrive at a definition with which the entire class agrees. You are not looking for a 'textbook' definition. You are trying to find out what your corps cadets think on the subject of misbehavior and punishment.

What are some of the reasons why children misbehave? Make a list on the blackboard. Do not stop to discuss, agree or disagree. The object is to make a list - bring ideas into focus.

10 min. Show film. Let's look at some of the ways in which all children behave.

He Acts His Age

15 min. Direct instruction from booklet -- *What Is Discipline?*

Ask: *In your opinion, is it misbehavior, or not, when a little girl gets her clothes dirty during play? sucks her thumb when she's tired? spills milk at the lunch table accidentally? hits back when she gets hit?*

Review: *Causes of Misbehavior*, pp. 8-15
Open book review by corps cadets pre-assigned.

(1) Trouble in their Lives.
(2) Too much expected of child.
(3) Children act their age.

15 min. Role play. Distribute role-play situations, page 4. During each role play, nonparticipating corps cadets should observe, agree or disagree with how situation was handled; suggest possible alternate ways.

CLASS PROCEDURE:

5 min. Jesus and misbehavior. How did Jesus handle the following people who misbehaved

Zaccheus (Luke 19:5).
The Sinful Woman (John 8:11).
Peter at Jesus' arrest (John 18:10,11).

Underline the answers to the following questions as they are given on p. 28 of booklet:

What is the purpose of punishment?

Why is punishment alone not enough?

What is needed in addition to punishment?

Someone has described conscience as "*the call to possibility*".

What is the "possibility" to which we are all being called? How will this affect our relationship with children?

PROJECT: With the help of your counselor, arrange to observe a selected child during a corps activity (Sunday School, Junior Church, nursery or child care during senior meeting, etc.) Observe at least twice. Note behavior and complete chart. (See attached, page 5.)

ROLE-PLAY SITUATIONS

Type each of the following situations on a separate index card or piece of paper. Select or make up your own.

All of the following situations have been taken from the booklet *What Is Discipline* and discussion notes appear on pages 8 through 22.

Situation: *One morning in a day care-center, Fred, the helper, noticed that Paul, usually an energetic child, was just standing around silently. Fred asked if something was wrong Paul didn't answer.*

Situation: *Benjamin is rushing around the nursery school pushing materials onto the floor, threatening other children, kicking and shoving.*

Situation: *Mike's best friend is absent from kindergarten. Mike asks repeatedly for his friend. He refuses to play, whines, clings, asks you to read to him.*

Situation: *You are helping to supervise the playground. Nathaniel stubbornly refuses to give Marybelle a turn on the swing.*

Situation: *Lucy is generally peaceful and easy-going. Today during music, she decides she wants to sing "Jingle Bells," and she wants to sing it over and over again. The other children get bored with it. Lucy sings the song by herself loudly while the others glare and complain.*

Situation: *Jonathan examines Cheryl's drawing. "Look at that scribble! That's not the way you draw a house. You didn't even write your name right!" etc. Cheryl hits Jonathan. Jonathan hits back, harder.*

Situation: *Lucy plays almost all morning on the new climbing frame. At lunch, she droops, whines, eats very little. It is now naptime. She is crying hard and declaring through her tears that she doesn't want to take a nap.*

LOOKING FOR CHILDREN'S REASONS

Describe SITUATION	List POSSIBLE REASONS
1. 2. 3.	
WHAT THE CHILD COULD LEARN THAT WOULD BE HELPFUL	WHAT THE LEADER COULD DO THAT WOULD BE HELPFUL
1. 2. 3.	

TIPS: WORKING WITH CHILDREN

While you are at the children's activity it is important for you to know and follow the rules the teacher has established. Even if you disagree with the rules, you must follow them as any guest would.

The teacher (leader) and helpers will handle discipline problems that may arise. They will be happy to tell you how and what to do in certain situations if you ask. You will find that some children will ask you for permission to do certain things. There are many reasons why they may ask: they may want to see if you know the rules; they may not be allowed to do what they are asking, and they want to see if you will allow it; they may just be making conversation; or, in an effort to understand their world, they may be wondering how other people view things important to them. In any case, you should not give permission without checking with the regular leaders. An answer which the children can understand would be, "I am just a visitor here and I don't know the rules yet. Let's go and ask your teacher about that."

Discipline problems can be avoided, very often, by the things adults do and say. These tips should help you when you are working with children:

1. Speak in a quiet, pleasant, controlled voice. You do not get children to stop shouting by shouting at them.

2. Instead of calling across a room to get a child's attention, go over to the child, speak his name (or ask what it is), and see that you have his/her attention before making suggestions.

3. Give positive directions which tell a child what to do, rather than what not to do. For example, "Don't leave your paint brush there" does not help the child to learn. "You need to clean the paint out of the brush so that it does not dry out and spoil the brush. Here let me help you" tells the child what to do, and encourages cooperation. (It is not always easy to remember this, even for teachers. It may help to practice this with your friends and family.

4. Offer choices when choices are available. For example, "Jill has the doll buggy now. Would you like to play with the wagon or the blocks?" This changes the focus for the child and helps him/her to see what else is possible while still permitting a choice about what to do.

5. Do not offer a child a choice or ask if he wants to do something he is expected to do. For example, if you say, "Do you want to take your nap now?" you are only asking for a very loud, "NO!" It is better to say, "Time for naps now. Here, I'll help you find your cot."

6. Be ready to give help when a child needs it, but give only as much as he needs. Don't give help for things he can reasonably be expected to do for himself. The child will probably be quick to let you know those tasks he can perform for himself.

7. When talking to one child, or a group, get down to the child's level by stooping or sitting. It is much more interesting for the child to be able to look into your face, and he senses your concern when you take the time to listen especially to him.

8. Show approval and recognition of effort through such simple phrases as "You did it!" or "It's fun to be able to do that!"

9. Praise or disapproval should be addressed to specific behavior, effort, or achievement, and not to the child's personality. For example, never use such terms as "bad boy," "naughty girl," or "you are an angel." Instead, refer to the behavior itself.

10. When commenting on a young child's creative effort, you might say, "My, you've used lots of colors there" or "I'm very pleased that you made this for me." It is usually not a good idea to ask, "What is it?" or to try to guess what the child has made. Much of the time the child does not know himself, or the idea has changed several times during the process and will likely change again.

11. When you are responsible for providing materials for young children, keep in mind what you know about their needs. For example, young children should use large, unbroken crayons for coloring because their hand muscles are not well-developed and they lack the coordination to use effectively tiny pieces of crayons. Also, coloring book activity should be discouraged because it limits creativity and imagination. Instead, use large sheets of paper. Newspaper can be "recycled" by using it for painting, and the print adds interest for the child.

TIPS: OBSERVING CHILDREN

We all have our own ideas of what it's like to be a child. Our memories of childhood can help us to understand what a child's world is like ... along with living with younger brothers and sisters and watching children in our neighborhood and the corps.

Observing children will help you to think about what you already know about children, and it will add to the information you now have.

You will be visiting one of the children's activities in the corps as part of this project. Try to do so with another corps cadet if possible. Work in close cooperation. Decide when you want to take notes so that each of you are observing and writing down the same incident. For example, you may notice that Jeff, one of the two children you have decided to observe, has just started a new game. You and your partner can start to take notes on whatever Jeff does in the next few minutes. Be sure to note the date, time and setting (housekeeping corner, sandbox, etc.).

Besides recording what Jeff does, try to think about why he does certain things. You might also think about how the others around him (another child, the teacher, etc.) felt, and how you would have felt in the same situation. It may be easiest to make rough notes first before completing the assigned chart (Looking for Children's Reasons). Divide the page into two columns. In one column write down what happened, and in the other write down your thoughts, feelings and questions.

Sometimes children can be very curious about what you are doing. It's not a good idea to tell them you are taking notes about them, but you can say in a friendly way, "I'm writing down some things I want to remember. I would like to play (or read; talk) with you a little later, but for now, I just want to watch you do your work (play, etc.)" If you do say you will play with them later, be sure to follow through. Children will remember promises made to them, even if they don't remind you.

Soon after the visit to the children's group, find a quiet place with your partner where you can compare your ideas. Did you and your partner see the situation the same way? Were your feelings, ideas or questions similar, or were they different? You may discover that sometimes you agree and other times you disagree about what happened, and this is fine; it happens among teachers, too. We can learn a lot about children by pooling our ideas.

IMPORTANT: One important rule in working with children is that all information which you write down about a child must be kept confidential. You must not discuss any child's behavior with anyone except the teacher and those people directly involved in the corps cadet project (counselor, corps officer). If the children you observe are from families who are members of your corps, do not use the child's name in the group discussions. That way, you can feel free to talk about the child's behavior without hurting anyone. Use initials (not necessarily the child's own initials) rather than actual names in your notes.

UNIT 5

HELPING IS ...

"And He took them up in His arms, put His hands upon them, and blessed them." Mark 10:16

PURPOSE: To think about what is involved in establishing a helping relationship with children.

MATERIALS NEEDED:

Teacher's Guide - *Working With Children*
Film - *Helping Skills*
Index cards (typing paper)
Blackboard and chalk (newsprint pad & marker)
Completed charts - *Looking for Children's Reasons* (page 5, Unit 4)
(to be brought in by corps cadets)
Sound movie projector and screen

PREPARATION:

Review Teacher's Guide - *Working with Children, pp. 53-88.*
Type remarks (attached) on index cards, page 5.
Secure chalk and eraser (or newspring pad and marker)
Remind corps cadets to bring completed charts - *Looking for Children's Reasons.*
Set up movie projector and screen,
Thread film, test for proper working order.
Set film for instant operation when needed.

CLASS PROCEDURE: Helping Roles. The first half of the session should be devoted to identifying the various roles taken by teenagers and adults in working and associating with children.

3 min. Write the following terms on the blackboard

friend-helper
participant
leader-organizer

Explain that the film they are about to see presents 10 episodes depicting teenagers in a variety of activities with children. As they watch the film, ask the corps cadets to try to identify the role filled by the teenager in each episode.

22 min. Show film - *Helping Skills.*

5 min. Review reactions to film.

Helping Relationships. Write the following definition on the blackboard:

10 min. *Relating to someone means understanding another person's wants or needs, being sympathetic, giving someone your full attention.*

The skill of sharing feelings is basic to establishing a relationship. When a child is upset he needs to know that you understand and accept his feelings. When there is something that the child is doing that upsets you, you need to share your feelings with the child.

Distribute index cards, or papers, each containing one remark Have each corps cadet repeat the remark to the group, using the tone of voice implied. (See list of remarks attached,page 5)

Following each remark, ask:

How did the remark make you feel?
How do you think this remark would make a child feel?

CLASS PROCEDURE (continued):

10 min. Review completed charts - *Looking For Children's Reasons.* (Project from Unit 4, page 5.)

Give corps cadets a minute to read the situations noted and observations at the time. Ask them to identify:

How do you think the child felt in each situation you observed?

What feeling was conveyed to the child by the person handling the situation? (adequate/inadequate - stupid - clumsy - naughty - sympathetic, etc...)

Was help given in a positive way that did not cut the child down or diminish his feelings about himself in any way? If not, how would you change the way in which the situation was handled?

When children are experiencing difficulty or strong feelings, they are unable to accept advice, consolation or criticism. They want someone to understand and accept their feelings first. This enables them to separate their behavior from their feelings about themselves as persons of worth.

5 min. Put the following words on the blackboard. Ask individual corps cadets to circle a word that describes *helping* in relationship to children.

accepting caring managing criticizing

controlling encouraging understanding praising

Underneath the words write the beginning of the statement; ask corps cadets to complete.

Helping is .....

Completed statement should include the thought that helping is all the things we do and the ways we behave that will help children meet their needs and reach their highest potential as persons.

CLASS PROCEDURE (continued):

2 min. Closing devotional thought.

Read aloud the following verse:

"For because of our faith ... we confidently and joyfully look forward to actually becoming all that God has had in mind for us to be." Romans 5:2; Living Bible

What does the verse tell you about God's relationship (feeling) toward you?

Do you think this verse also applies to little children?

Do you think little children share your desire to realize their full potential as persons who are loved by God?

PROJECT: Plan, carry out and evaluate some form of group outing for young children in your corps: a party, a picnic, a visit to the zoo, etc.

Was the outing a success? from your point of view? from the children's point of view?

Were there any discipline problems? Can you identify the causes? How were the problems dealt with?

What was the happiest, best moment of the outing? Why?

What did you learn about the needs and interests of children? What did you learn about your relationship with children?

REMARKS IN PASSING

Type each of the following remarks on a separate index card.

What did you do that for?

What have you been up to?

You should know better than that!

Don't you ever behave?

Hey, shrimp.

Why don't you take that picture home and show your parents?

I really like it when you smile.

Sure, come on along.

Aw, go play in the street!

If you act like that nobody's going to play with you.

Hurry up slow poke, get with it.

Hey, I really missed you.

It's great the way you did that!

Well, you know, she always acts shy in front of strangers.

RESOURCES

ARGUS COMMUNICATIONS
7440 Natchez Avenue
Niles, Illinois 60648

Booklet - *I Am Loveable And Capable*
(Unit 1 - one copy per corps cadet)

EDUCATIONAL DEVELOPMENT CENTER
Exploring Childhood Program
15 Mifflin Place
Cambridge, Massachusetts 02138

Films: *Gabriel Is Two Days Old*
(Unit 1)
Helping Skills
(Unit 5)

Posters: *What Is A Child?*
(Unit 1)
Directions In Development
(Unit 3)

Teacher's Guide: *Working With Children*

Booklet: *What Is Discipline?*
(Unit 4 - one copy per corps cadet)

McGRAW-HILL FILM RENTAL
Princeton Road
Hightstown, N.J. 08520 (Eastern Office)

828 Custer Avenue
Evanston, Illinois 60202 (Midwest Office)

1714 Stockton Street
San Francisco, California 94133 (Western Office)

Film: *He Acts His Age*
(Unit 4)

PARENT'S MAGAZINE FILMS, INC.
52 Vanderbilt Avenue - Dept. F 0981
New York, N.Y. 10017

Filmstrip: *Learning Every Day*
(Unit 3)